

**TOPIC: RECOMMEND APPROVAL TO OFFER CULTURALLY AND LINGUISTICALLY DIVERSE EDUCATION ENDORSEMENT AT COLORADO STATE UNIVERSITY - PUEBLO**

**PREPARED BY: DR. ROBERT MITCHELL, ACADEMIC POLICY OFFICER FOR EDUCATOR PREPARATION**

## **I. SUMMARY**

This item recommends approval to offer Culturally and Linguistically Diverse (CLD) Education endorsement (8.22) at Colorado State University – Pueblo.

## **II. BACKGROUND**

Pursuant to C.R.S. §23-1-121 the Colorado Commission on Higher Education considers approval of all educator preparation programs at public and private institutions of higher education, after receiving an affirmative recommendation from the State Board of Education. The process for initial approval of new educator preparation programs is as follows: Colorado Department of Education (CDE) conducts a review of the endorsement program to ensure that its content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5). CDE then makes a recommendation to the State Board of Education, which then makes a recommendation to the department. Upon receiving an affirmative recommendation, the department reviews the proposed program for the following statutory performance criteria: a comprehensive admission system; ongoing advising and screening of candidates; integration of theory and practice in coursework and field-based training; supervised field-based experience; and assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base [C.R.S. §23-1-121(2)].

## **III. STAFF ANALYSIS**

The Colorado State Board of Education approved the content of Colorado State University – Pueblo's Culturally and Linguistically Diverse Education (8.22) endorsement program at its meeting January 7, 2015. CDE staff transmitted its affirmative recommendation to the department.

This program supports the continued development of existing educators within the institution's College of Education, Engineering and Professional Studies. Individual students have the option of completing coursework for the endorsement within their existing degree program, or as a course of study terminating with the CLD teacher endorsement. Coursework is aligned to provide theoretical and practical training for K-12 Colorado educators employed within a variety of educational environments. Pursuant to C.R.S. §23-1-121(2), department staff reviewed the proposal and confirmed it meets the statutory performance criteria. The following is summarized from the institution's proposal:

1. **Comprehensive admission system:** CSU-Pueblo has established specific admission criteria for students entering the teacher preparation program. These criteria include: a minimum overall grade point average of 2.6; satisfactory completion of introductory English and math coursework with grades of “C” or higher, completion of initial education coursework at a satisfactory level (“C” grade or higher), and compliance with the institution’s policy regarding background checks for pre-service educators.
2. **Ongoing screening and advising:** CSU-Pueblo has five faculty identified to provide advising for potential and current students. In addition, candidate screening is performed on an ongoing basis through academic review and individual progression through the proposed program.
3. **Course work and field-based training:** All courses within this program align pedagogical theory with practical application through the candidate’s ongoing employment and work within a local educational agency/school district. The Teacher Education Program conceptual framework recognizes that “(i)nclusive, equitable communities require constant attention to the nature of relationships among teachers and students.” Inclusion of the CLD endorsement supports this mission.
4. **Candidate skills and content knowledge:** This program aligns with the skills associated with the Cultural and Linguistically Diverse endorsement as specified by the Colorado Department of Education. As this program centers on the continual development of existing professionals in the school environment, the linkage developed in this program supports the enhancement of effective classroom instruction.
5. **Continual improvement:** The faculty within the program is committed to reviewing student and program development on a regular basis and modifying program objectives and processes in order to support teacher development and student success. Regular reviews of this program will be done internally and externally through the state reauthorization process at CSU-Pueblo.

#### **IV. STAFF RECOMMENDATION**

**Staff recommends that the Commission approve the Culturally and Linguistically Diverse Education (8.22) educator endorsement program at Colorado State University – Pueblo.**

#### **STATUTORY AUTHORITY**

C.R.S. §23-1-121-Commission directive - approval of educator preparation programs – review  
(2) The commission shall adopt policies establishing the requirements for educator preparation programs offered by institutions of higher education. The department shall work in cooperation with the state board of education in developing the requirements for educator preparation programs. At a minimum, the requirements shall ensure that each educator preparation program complies with section 23-1-125, is  
designed                      on                      a                      performance-based                      model,                      and                      includes:

- (a) A comprehensive admission system that includes screening of a candidate's dispositions for

the field in which he or she is seeking licensure, consideration of a candidate's academic preparation for entry into his or her desired endorsement area or areas, and preadmission advising for students who are considering becoming candidates. The department shall work in collaboration with the programs to define any dispositions considered to be appropriate for educators.

(b) Ongoing advising and screening of candidates by practicing educators or faculty members;

(c) Course work and field-based training that integrates theory and practice and educates candidates in the methodologies, practices, and procedures of standards-based education, as described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to section 22-7-406, C.R.S., or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005, C.R.S.;

(d) A requirement that, during the course of the preparation program, each teacher candidate in an initial licensure program complete a minimum of eight hundred hours, each principal and administrator candidate complete a minimum of three hundred hours, and each other advanced degree or add-on endorsement candidate complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement;

(e) A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), C.R.S., in the manner specified by rule of the state board;

(f) Comprehensive, ongoing assessment including evaluation of each candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.